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LINK AND MATCH ANALYSIS OF VOCATIONAL EDUCATION; CASE STUDY OF INDUSTRIAL WORK PRACTICE STUDENTS OF CLASS XI DHARMA PUTRA 1 PRIVATE VOCATIONAL SCHOOL, JAKARTA IN PT.BUKAKA ENGINEERING MAIN 2018/2019 ACADEMIC YEAR

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ABSTRACT
This study aims to find out how the implementation of prakerin at SMK Dharma Putra 1 Jakarta and whether a link and match has been created between what is done at school and also what is done in partner institutions (industry). This research was conducted at SMK Dharma Putra 1 Jakarta and also PT. Unlock Main Techniques. This school was chosen because it is a place where researchers serve, while industry was chosen based on recommendations from schools because it is one of the industries that have collaborated with schools and has concern for the field of education.

The method used in this research is a qualitative method with a case study approach. Data collection techniques used are interviews, observation, documentation studies and a combination of the three or triangulation. In this study, the data source was selected by purposive sampling which was selected based on the fulfillment of the criteria and was snowball sampling. The informants of this study were 23 people. In processing and analyzing data using the Miles and Huberman model, namely through data reduction, data display and conclusions. The validity of the data was tested through triangulation.

The results of this study indicate that of the three existing expertise competencies, accounting expertise competencies have not reached a great level of relevance, this can be proven by the results of interviews and documentation. The cause of this problem is due to several things, namely the difficulty of collaborating with industry, curriculum synchronization that is only limited to administration, and the lack of trust from industry to schools to be able to provide students with internships, as well as the less visible role of the government for this program.

Keywords:
Link and Match
Field Industrial practice

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1. PRELIMINARY

Vocational High School or commonly abbreviated as SMK is a professional vocational-based secondary school, where students are required to have professional skills in accordance with the demands of the times and market needs. Vocational school students are provided with the knowledge and skills needed when entering the world of work because the output of this vocational school is expected that students already have adequate skills so that they are ready to enter the world of work or can open their own jobs.

Vocational Schools prepare their students according to market needs, it is clear here that there is a concept of "supply and demand" where SMK is the party that makes the offer while the market is the party that makes the demand, or in other words, SMK is the producer and the community or company is the consumer. . As producers, Vocational Schools need to know what the needs of the labor market are, what are the needs of companies as users of human resources, and whether the current education system is in accordance with market needs or is not needed.

The government in this case has reformed the implementation of education in vocational schools through the Dual System Education (PSG) pattern, which aims to bring vocational schools closer to the business/industrial world. This is intended because the responsibility for developing a skilled, flexible and technologically literate workforce must be shared by the government and the business/industry world. The vocational education system should be organized with government and private industrial enterprises that are considered to be most aware of the need for the number and quality of skills of workers in accordance with developments in science and technology.

The business/industry world, which is commonly abbreviated as du/di, is a vocational school partner to put their output in the form of professional students who are able to compete in the job market. that has been determined can be achieved by students in the business/industry world, but schools must be able to choose which business/industry world is relevant to their field of expertise in order to achieve a link and match between the school and the business/industry world.

A cooperative relationship will benefit both parties, or it may not benefit both parties, and it may only benefit one party. For Vocational Schools, this cooperative relationship will be useful to help students get to know the world of work before finally entering the real world of work and students can directly apply the theory they have learned at school. As for the business/industry world, this cooperative relationship will be beneficial because students who practice in the business/industrial world will help ease the work of their employees.

However, along the way, there are many obstacles related to the implementation of PSG, according to the Directorate of Vocational Secondary Education, these obstacles include: geographical diversity, diversity and readiness of the level of advancement of SMK, and the diversity of SMK programs that are not balanced with the diversity of the surrounding industry. Furthermore, the obstacles felt by the industry include: it does not yet have a stable position structure and expertise, especially in small and medium industries, there is no budget allocation plan for education development, there is no perception of the

benefits of PSG for the industry, and lack of awareness about increasing effectiveness, efficiency, and quality in the implementation of training in industry.

Wardiman added in his book "Fifty Years of Development of Indonesian Education", the problem faced in efforts to increase link and match educational programs at vocational schools with the needs of manpower planning, economic development and mastery of science and technology is that the number and mastery of skills of vocational school graduates are deemed inadequate. This is caused by :[1](1) facilities to support teaching and learning processes in SMK such as workshops, laboratories and practical equipment are not adequate. Only about 14% of SMK students can enjoy adequate educational facilities in a good SMK; (2) the proportion of students who enter vocational education compared to those who enter high school education is still too low, namely 35:65; (3) several areas of vocational expertise required in connection with the advancement of science and technology and economic growth have not been matched by the field of vocational expertise implemented in existing SMKs.

Suwono in Pramukantoro also explained that his research concluded that the implementation of PSG in the field faced the following obstacles: (1) communication was not fluent, (2) coordination was difficult to implement, (3) it was difficult to harmonize the content of subjects, (4) there were differences in teacher opinions. and instructors and industry, (5) the ability of teachers is not in accordance with industry standards, and (6) rapid curriculum changes add to the burden on teachers.[2]

Based on field observations made by researchers, it is also known that there are several things that are important notes that become additional obstacles or problems in the implementation of a good PSG and in accordance with the expected goals. First, schools that do not have cooperation with many companies as educational partners, so that PSG participants are not placed in accordance with the scientific field being taught. Second, the company regulations that limit PSG are running according to the objectives that have been made, which in the end makes PSG participants less able to maximize training or learning in the field. Third, the perception of the business world related to PSG is not completely the same as what is intended by the government, in this case the ministry of education.

Based on this background, this study aims to find out how the internship program is implemented at SMK Dharma Putra 1 Jakarta and whether a link and match has been created between what is done at school and what is done in partner institutions (industry).

2. DISCUSSION

A. Definition

1) Vocational Education

Legal basis for vocational education:

[1]Wardiman D. 1996. Fifty Years of the Development of Indonesian Education. Jakarta: Ministry of Education and Culture. Thing. 603

[2]JA Pramukatoro. Implementation of Vocational Guidance in Vocational Schools (Case Study at Petra Christian Vocational School, Surabaya). (in the Journal of Educational Research and Evaluation. No.2, Year VI, 2004) Yogyakarta: HEPI. p.200

a. Law No. 2 of 1989 concerning the national education system article 11 paragraph 3
b. PP No.29 of 1990 concerning secondary education article 1 paragraph 3 and article 3 paragraph 2
c. Minister of Education and Culture Decree No.0490/U/1992 concerning SMK Article 1
d. Law No. 20 of 2003 concerning National Education System Article 15

Vocational education is a type of education that focuses on preparing students to be ready to work and have a professional attitude.

2) Link and Match

Wardiman Djojonegoro stated that link can be translated with the term linkage where educational programs have a clear link to market needs. Match can be translated into the term equivalence which means that educational programs that are already related to these various interests must be matched with the amount, level of quality or value demanded or required, including changes in interests that will always occur from the educational constituency.

According to Soeprijanto, the concept of link and match is a form of education that is oriented to the world of work. Link and match means that there is a strong link and equivalence between the competencies of graduates of educational institutions and the qualifications and competencies needed by the world of work. Based on the opinion of experts, the researchers concluded that link and match is a concept of linkage and equivalence between process and result. Link and match vocational education is the link and equivalence between the vocational education process in schools with acceptable results according to the needs of the industrial world.

3) Dual System Education

The Decree of the Minister of Cultural Education No. 323/U/1997 concerning the implementation of Dual System Education in vocational high schools, namely article 1 paragraph 1 explains that dual system education, hereinafter referred to as PSG, is a form of providing vocational skills education that combines systematically and synchronously with educational programs in schools. vocational high school with a program of mastery of skills obtained through working directly on real jobs in partner institutions, aimed at achieving a certain level of professional expertise.

4) Field Industrial practice

Vocational basic practice can be carried out partly in schools and partly in industry, if the partner industry does not have training facilities, then basic vocational practice activities are fully implemented in schools.

productive skills practice, carried out in the industry in the form of "on the job training" in the form of activities doing production or service work.

3. RESEARCH METHODS

The method that will be used in this research is a qualitative research method, where according to Djam'an S and Aan Komariah, qualitative research is a research approach that reveals certain social situations by describing reality correctly, formed by words based on

data collection and analysis techniques. relevant information obtained from natural situations.

In this case the researcher chose a qualitative research method with a case study approach. The reason for using this method and approach is because the researcher wants to prove the object of research, namely the "link and match" of vocational education between the school world and the business/industry world.

In this study, the data source was selected by purposive sampling which was selected based on the fulfillment of the criteria and was snowball sampling. Data collection techniques used are participant observation, in-depth interviews, documentation studies and a combination of the three or triangulation. The data analysis technique used by the researcher is the data analysis technique of the Miles and Huberman model, which consists of data collection, data display, data reduction and conclusions.

4. RESEARCH RESULTS AND DISCUSSION

a. Definition of PSG and Prakerin

Related to the definition between PSG and internship, this cannot be equated, because PSG is related to two systems, namely learning in schools and also in industry. While prakerin is only learning in the industry.

b. Standard Operating Procedures for Prakerin

Between schools and industry both have their own procedures related to prakerin, this is adjusted to the policies of the two institutions. For the industry itself, the procedure for implementing this internship is made in accordance with the conditions of each company.

c. Place of Prakerin

The results of the study show that schools also direct students to do internships in industries that are in accordance with their expertise program. The problem is whether the industry wants to place students according to the student's area of expertise or not.

d. Preparation/Debriefing of Prakerin Students

The government does not set rules related to how the school must provide supplies to students, so that what the school does is just provide an overview of the industrial world, what can and cannot be done while in industry. Likewise in the industrial world, the debriefing is carried out in the form of orientation to job opportunities and company rules

e. Prakerin Guidance

Schools have their own procedures related to mentoring prakerin students, while in companies they do not. The government did not make this rule. In the industry, in relation to the guidance of prakerin students, it is entirely up to the users who need them. While in schools, the affairs of mentoring are handed over to the supervising teacher of each group.

f. Cooperation Between Schools and DU/DI

If we pay attention to the policies made by the government, then it seems easy to organize PSG and prakerin, because it is clear that the industrial world should play a greater role in determining, encouraging and mobilizing vocational education. However, the facts on the ground show that it is difficult for schools to collaborate with the industry on the grounds that the industry does not want to be bound by cooperation with the school world. So that the routine every year is just an internship but does not make a cooperation contract.

g. Curriculum Synchronization

The essence of this curriculum synchronization is actually an adjustment between the curriculum used by schools and the implementation in the industrial world. Which later will

be related to the implementation of the internship itself, so that between the two parties should be able to work well in this regard. Unfortunately, this curriculum synchronization can only be done with industries that already have cooperative ties with schools.

h. *Link and Match* Implementation

There has not really been a connection between what is done at school and what is done in industry. One example of the Accounting expertise program, what students learn in school is not necessarily done in industry. Because it is related to the financial sector which is considered sensitive and confidential for the company

i. Appraisal of Prakerin

The assessment carried out in the implementation of this internship is related to the attitudes and skills of students, which in this assessment is completely left to the industry without any intervention from the school, because the school only provides an assessment format, but the main point of assessment from the company is the attitude of the students. the.

j. Barriers to Prakerin Implementation

In the implementation of prakerin, of course, there are obstacles, including the difficulty of collaborating with companies which is one of the obstacles in the implementation of this prakerin, while the timing of the prakerin implementation which is almost the same from each school is an obstacle for the industry to accept prakerin students.

k. Benefits of the Internship Program

This internship program certainly has many benefits if in its implementation it is truly in accordance with existing regulations. The benefits of this program, among others, are felt by students and also the industry. Students can really get to know what the world of work is like through this internship, while the industry feels helped by having these internship students who can ease the work of employees.

5. CONCLUSIONS AND SUGGESTIONS

a. Conclusion

Based on the results of the research and discussion, it can be concluded that:

1) Dual system education is a form of education with two systems and also two places, where education takes place in schools and also in industry. Education that takes place in this school is known as teaching and learning activities, while education that takes place in the industrial world is known as industrial work practice (prakerin).
2) From each party, both the school and the industry, both have their own rules of the game in terms of implementing prakerin. So that the implementation of prakerin has been arranged in such a way between the two parties.
3) The policy in determining the timing of the prakerin implementation is the autonomy of each institution itself. At SMK Dharma Putra1 the internship is held for 3 months. While PT. Bukaka Teknik Utama adapts to requests from schools and also looks at the company's needs for internship students.
4) Regarding the place of implementation, the school has directed students to look for industries that are relevant to the student's field of expertise and also provided recommendations for companies that are used to being internship places.

5) Regarding the debriefing of prakerin students, the government is not given a standard for debriefing prakerin students, so that what the school does is only provide an overview of the industrial world, what can and cannot be done while in industry. Likewise in the industrial world, the briefing that is carried out is only in the form of orientation to the introduction of employment opportunities and company rules.
6) for matters of guidance, schools regulate it clearly and assign supervising teachers as facilitators or coordinators in the implementation of prakerin, while the industry only becomes a user as a student mentor without having clear rules or procedures for mentoring because it is not regulated by SOPs.
7) Schools find it difficult to collaborate with other industries, because the industry does not want to cooperate with the reason that it does not want to be disturbed by this internship business.
8) It is difficult for both parties to be able to carry out curriculum synchronization properly, because each party is limited to the conditions that exist in their respective institutions.
9) There has not really been a link and equivalence between what is done in schools and what is done in industry, especially the Accounting expertise program.
10) The assessment carried out in the implementation of this internship is related to the attitudes and skills of students, which in this assessment is completely left to the industry without any intervention from the school.

b. Suggestion

Based on the conclusions of the research that has been carried out, there are several things that researchers can suggest so that the implementation of internship can run in accordance with the principles of interrelation and equivalence.

1) Regarding the place of implementation, schools should place more emphasis on students looking for industries that are relevant to their field of expertise.
2) Regarding the debriefing of students before carrying out internships, it is better for students to be equipped with the skills to recognize office tools and technology commonly used in companies.
3) Regarding mentoring, it is better not only schools that have clear guidance rules but also in the industry there needs to be policies that regulate matters relating to the guidance of prakerin students.
4) To be able to create linkages and equivalence between what is done in schools and industry is indeed difficult. This is where the activeness of the government is demanded, the openness of the industry and the participation of schools to work together to find solutions together to make this program a success.

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